

Workforce Planning Readiness Assessor

Draft

Introduction

The Workforce Planning Readiness Assessor was developed to assist agencies in determining their readiness in conducting workforce planning. The tool will guide you through determining the level in which your agency is ready to proceed with Phase II of the Workforce Planning process. This automated, self-administered questionnaire provides general guidance regarding the level of analysis that should be conducted based on:

- the organizational climate in which workforce planning is to be conducted,
- the technological and financial resources that will be made available to the workforce planning team,
- the time in which the team has to operate,
- and the depth of knowledge and expertise available to the team.

Upon completion of the questionnaire, a report is generated that indicates whether a Level I, Level II, or Level III type of analysis is possible given the agency's particular circumstances. The Workforce Planning Model describes what this will entail as it identifies the types of analysis that are possible at each step in the process (see "Assess WFP Readiness" module).

Readiness Assessor Definitions

Competency Assessment - The process of identifying and measuring competencies.

Diversity Training - help employees explore diversity issues in the following key areas: Knowledge, Understanding, Acceptance, and Behavior.

Environmental Scanning - Coates (1985) identified the following objectives of an environmental scanning system:

- detecting scientific, technical, economic, social, and political trends and events important to the institution,
- defining the potential threats, opportunities, or changes for the institution implied by those trends and events,
- promoting a future orientation in the thinking of management and staff, and
- alerting management and staff to trends that are converging, diverging, speeding up, slowing down, or interacting.

Futuring or Forecasting - to see into the future and identify the emerging issues and changing expectations to which an agency will have to respond over the years to come. The goal is to break out of the reactive mode - to learn to anticipate change and deal with emerging issues in advance.

Gap Analysis - Quantifying the difference between what you have and what you need or want. In the context of competencies, Gap Analysis refers to the process of identifying gaps existing in individuals, organizational units, and groups of people such as jobs, job families, or other occupational categories. It also includes identifying commonalities and relationships among the gaps identified.

Program Evaluation - In it's broadest sense, program evaluation involves determining the effectiveness and/or efficiency of a program or process. Many different theoretical approaches to program evaluation exist, and it may be approached from many different quantitative or qualitative perspectives. A few of the more common approaches and perspectives discussed in the popular, business, and academic literature include: "Classic" Program Evaluation, Quasi-Experimental Design, Validation Research, Utility Analysis, Cost-Benefit Analysis, Return-on-Investment (ROI) Analysis, Levels of Evaluation, Balanced Scorecard, and Strategic Performance Measurement.

Succession Planning - Succession planning requires careful assessment of strengths and weaknesses of potential successors and the creation of a development program to leverage the strengths, broaden the experiences, and overcome the weaknesses of any potential internal candidates. The succession planning process' overall goal is to ensure that the organization retains its designated successors, high potentials and rising stars.

Workplace Learning -The integrated use of learning and other interventions for the purpose of improving individual and organizational performance. It uses a systematic process of analyzing performance and responding to individual, group, and organizational needs. WPL creates positive, progressive change within organizations by balancing human, ethical, technological, and operational considerations.

Overview of WFP Readiness Assessor

The Workforce Planning Readiness Assessor is a Microsoft Excel document consisting of two worksheets: an Assessor sheet and a Report sheet. All responses are entered on the Assessor sheet, and the results are presented on the Report sheet. Responses are entered using drop-down menus. Each question is associated with a Section (Climate, Time, Expertise, or Technology). Within a given question, each alternative in the drop-down menu is associated with a numerical value. When the test-taker chooses an alternative, the value associated with that alternative is added to the Section total. Once the survey is complete, the test-taker can click on the Report sheet to see an analysis of the results.

Question *Alternatives*, Sections, and Point Values

- Question 1: *NO/YES*, Climate Section, 0 points/2 points.
- Question 2: *Inadequate/Minimal/Moderate/Significant/Ideal*, Time Section, 0 points/1 point/2 points/3 points/4 points.
- Question 3: *NO/YES*, Climate Section, 0 points/1 point [for each part].
- Question 4: *Inadequate/Minimal/Moderate/Significant/Ideal*, Time Section, 0 points/1 point/2 points/3 points/4 points.
- Question 5: *One to two weeks prior to the submission deadline/Three to eight weeks prior to the submission deadline/Three to six months prior to the submission deadline/More than six months prior to the submission deadline/Team is already assembled and actively planning*, Time Section, 0 points/1 point/2 points/3 points/4 points.
- Question 6: *Inadequate/Minimal/Moderate/Significant/Ideal*, Time Section (Time-Money), 0 points/1 point/2 points/3 points/4 points.
- Question 7: *NO/YES*, Climate Section, 0 points/1 point [for each part].
- Question 8: *NO/YES*, Climate Section, 0 points/1 point [for each part].
- Question 9: *NO/YES*, Climate Section, 0 points/1 point [for each part].
- Question 10: *Inadequate/Minimal/Moderate/Significant/Ideal*, Expertise Section, 0 points/1 point/2 points/3 points/4 points [for each part].
- Question 11: *Inadequate/Minimal/Moderate/Significant/Ideal*, Expertise Section (Expertise-Money), 0 points/1 point/2 points/3 points/4 points.
- Question 12: *NO/YES*, Technology Section, 0 points/1 point [for each part].
- Question 13: *Very little, unlikely to be sufficient/A moderate amount, likely to be sufficient*, Technology Section (Technology-Money), 0 points/1 point.

Scoring System for WFP Readiness Tool

CLIMATE QUESTIONS

<u>Total Score -Climate</u>	<u>Level Indicated</u>
0-4	Level I
5-12	Level II
13-16	Level III

TIME QUESTIONS

<u>Total Score - Time</u>	<u>Level Indicated</u>
0-4	Level I
5-8	Level II
9-12	Level III

Time Money Question (#6)

<u>Response</u>	<u>Change to Level of Analysis</u>
3, 4, or 5	Go to the next higher Level
1 or 2	Stay at the same Level

EXPERTISE QUESTIONS

<u>Total Score - Expertise</u>	<u>Level Indicated</u>
0-7	Level I
8-20	Level II
21-28	Level III

Expertise Money Question (#11)

<u>Response</u>	<u>Change to Level of Analysis</u>
3, 4, or 5	Go to the next higher Level
1 or 2	Stay at the same Level

TECHNOLOGY QUESTIONS

<u>Score</u>	<u>Level Indicated</u>
“YES” for 1, 2, and 3	“Meets Requirements”
“NO” for 1, 2, or 3	“Does Not Meet Requirements”

Technology Money Question (#13)

<u>Response</u>	<u>Change to Level of Analysis</u>
1	Go to “Meets Requirements”
0	Stay at the same Level

NOTE: If you are at “Does Not Meet Requirements” for “Technology,” contact GMS.

Method of Combining Scores

IF	You are at Level I for “Climate,”
THEN	Do a Level I Analysis.

IF	You are at Level II for “Climate”...
AND	You are at Level II or Level III for “Time”...
AND	You are at Level II or Level III for “Expertise”...
THEN	You can do a Level II Analysis.
OTHERWISE	Do a Level I Analysis.

IF	You are at Level III for “Climate”...
AND	You are at Level I for “Time”...
OR	You are at Level I for “Expertise”...
THEN	Do a Level I Analysis.

IF	You are at Level III for “Climate”...
AND	You are at Level III for “Time”...
AND	You are at Level III for “Expertise”...
THEN	You can do a Level III Analysis.
OTHERWISE	You can do a Level II Analysis.